**Lesson Template**

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| **Desired Results** | | |
| **Relevant Minnesota or Nat’l Content Standards:**  **III.** WORLD HISTORY   1. Beginnings of Human Society   The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.  **1.** Students will describe the migration of people from Africa to other world regions.  **3.** Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.  **4.** Students will describe significant historical achievements of various cultures of the world. | **Learning Objective: Key Understanding(s) you intend students to obtain:**  Understand the disruption that occurred during the Middle Kingdom and how this led to the development of the New Kingdom.  Understand how pharaohs impacted the development of the New Kingdom and brought it to new heights in terms of power.  Understand why the changing political climate did not change daily life for common Egyptians.  Understand how other cultures influenced Egyptian culture. | |
| **Assessment Evidence** | | |
| **What do you want your students to know?**   * Nobles were gaining more power during the middle kingdom which ultimately led to its end. * Mentuhotep was able to reunite Egypt and his reign began the New Kingdom. * Hatshepsut became pharaoh after the death of her husband Thutmose II. She opened more trade routes and helped Egypt become wealthy. * The longest reigning pharaoh was Ramses the Great and his powerful armies led Egypt to become a major empire. * Daily life for common Egyptians did not change much. * The achievements of Egyptian culture including temples, pyramids, art, etc. | **What do you want students to be able to do?**   * Make predictions about what would happen as a result of the nobles gaining so much power during the Old Kingdom. * How internal conflict brings down kingdoms regularly. * Explain why Egyptian society didn’t fully accept Hatshepsut as pharaoh. * Describe the affects trade had on Egyptian culture. * Explain how Egypt rose to power during the New Kingdom. | |
| **Group Accountability (Formative)**  **How will you check to see whether your class has met your learning objectives?**  Questions will be asked throughout the lesson so we know whether or not they are grasping the concepts we wish them to. | **Individual Accountability (Summative)**  **How will you check to see if individuals have acquired the knowledge/skills you expected them to learn?**  We did not have a summative assessment | |
| **Learning Plan** | | |
| **What key vocabulary/language will students need to know to meet the learning objective?**  Obelisk  Sphinx  Rosetta Stone  Hieroglyphics  Trade Routes  Papyrus | **How will you teach this key vocabulary to enable students to meet the learning objective?**  They have already done a reading assignment in which they would have learned vocab so there is a “quiz” for their academic focus.  We will also be going over these terms in our lesson. | |
| **What is the Essential/Guiding Question(s) for this Lesson? (It should correlate to your learning objective.)**  What factors contribute to the rise and fall of kingdoms? | **How will you differentiate for all the learners (ELL, Sp. Ed., poverty, gifted, etc.) in your class?**  **Differentiation Options: questions, stems, sentence frames, strategies, etc.**  Give them equal opportunities to come up to the board and read a segment. Those who have more difficulties will receive more help with reading their segment. | |
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| **SCHEDULE OF ACTIVITIES** | | |
| **Method/Strategy**  (What will you do? What do you expect students to do? Include set induction and closing.) | | **Time Allotment** |
| Academic focus | | 7 minutes |
| Instruction: have groups of students come up to the board and take turns reading segments of the presentation. | | 23-30 minutes |
| Discussion/ Allowing time for questions | | Remaining time. |
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